

*FROM*



# CLASSROOM

*To*

# COURTROOM



MIDDLE SCHOOL  
COURT EDUCATION PROGRAM  
MINI-MOCK TRIAL GUIDE  
2013



# IT'S NEVER TOO EARLY TO SCHEDULE YOUR CLASSROOM TO COURTROOM EXPERIENCE!

For more information, visit our website at  
***[www.leoncountyfl.gov/teencourt](http://www.leoncountyfl.gov/teencourt)***

Registration is open Year Round for Teen Court Presentations as well  
as Mock Trial preparatory visits and Field Trips!

To further discuss the best dates to visit your classroom or to schedule  
your field trip, please contact:

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EDUCATION COORDINATOR  
(850) 577-8090  
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# FROM CLASSROOM TO COURTROOM

## COURT EDUCATION PLAN FOR LEON COUNTY AREA SCHOOLS

### **Mission**

*Our mission is to provide an educational program to Leon County 7<sup>th</sup> graders that will inspire and spark interest in our state and national justice system.*

### **Objectives**

- ✓ Bring court education into local schools.
- ✓ Support the mission of Chief Judge Charles A. Francis of the 2<sup>nd</sup> Judicial Circuit and Chief Justice Charles Canady of the Florida Supreme Court.
- ✓ Create a civic-minded citizenry.
- ✓ Provide students with access to local legal practitioners.
- ✓ Provide students with information about the consequences of illegal behavior.
- ✓ Recruit quality students for Teen Court jury duty and subsequently, as Teen Court Attorneys.
- ✓ Provide for a complete package of supplemental curriculum for teachers.

### **Summary**

A survey by the American Bar Association shows that slightly more than half of the adult population in the United States can correctly identify the three branches of government. Almost half of this population could not identify the meaning of separation of powers nor correctly identify judicial responsibilities.<sup>1</sup> Efforts to combat this lack of knowledge have sprung up around the country. In Florida, from the Justice Teaching Institute of the Florida Supreme Court to the Florida Law Related Education Association, programs designed to provide court education are being created and implemented.

The Second Judicial Circuit and the Leon County Teen Court program have taken action. "From Classroom to Courtroom" is a program designed to take court education into local Leon County middle schools. The program takes a "Hear It, See It, Do It" approach. Children will "hear it" through teacher-implemented lessons and guest speakers from the legal community. They will "see it" by visiting actual courtrooms and seeing court proceedings. They will "do it" by conducting a mock trial and serving as volunteers on the Teen Court jury. This three-tiered approach will offer unique learning possibilities for a variety of learning types.

Implementation of the plan into all of Leon County public middle schools began in the spring of 2007. Three schools piloted the program in the first year. In the second year, more schools were served. By the third year, the program had garnered participation from all eight traditional public schools as well as private and charter schools in Leon County.

### **Curriculum**

"From Classroom to Courtroom" proposes a plan, spanning four to five days that is supplemental to current civics coursework. The program centers around a mini-mock trial format and is adaptable to individual teaching styles and student needs. By learning the roles necessary to conduct a trial and the purposes of those roles in a trial court setting, the students gain first-hand knowledge of the legal process.

The program takes **at least** 4 days from beginning to end. A fifth day is ideal for additional student preparation if the teacher's schedule allows for it.

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<sup>1</sup> "Civics Education" The American Bar Association, July 2005

## Lesson Schedule

**Day 1:** The teacher will introduce the role of courts in society, trial procedures, court personnel, and familiarizing students with mock cases.

**Day 2:** Teacher will select a mock case and assign students the roles of attorneys, witnesses, jurors and bailiff. Students will begin working on their part of the mock trial immediately.

**Day 3:** A guest speaker (judge, attorney, or court staff from the local community) will join the class to discuss courtroom procedure and provide instruction on evidence and objectives. The guest speaker will also assist students as they prepare for their roles in the trial.

**Day 4:** Field trip to the Courthouse. This includes a courthouse tour, viewing of an actual court procedure and the presentation of the mini-mock trial in a courtroom. A judge or bar-certified attorney will preside over the mock trial. In the event that a fieldtrip is not possible, a guest attorney or court staff can preside over the mock trial in the classroom. Please allow at least 2½ hours for the court visit.

### ***At conclusion, students will be able to:***

- ✓ Students will explain the purpose of trial procedures.
- ✓ Students will identify roles and terms used in the trial process, such as parties, defendant, plaintiff, prosecutor, case, evidence, testimony, witness, documents, physical evidence, etc.
- ✓ Students will name the parties to a case in a criminal trial.
- ✓ Students will identify the major steps in a trial.
- ✓ Students will use critical thinking to plan out the opening statements, direct examination, cross examination, and closing arguments of criminal case.
- ✓ Students will understand the role of the citizen in the jury process.

### **Sample Field Trip Itinerary (2 Classes)**

Arrival/Security* (Calhoun St. Entrance)	10:00-10:15 (15 min)
Introduction	10:15-10:20 (5 min)
Observe Court	10:20-11:00 (40 min)
Mock Trial/Tour #1	11:00-11:45 (45 min)
Switch groups	11:45-11:50 (5 min)
Mock Trial/Tour #2	11:50-12:35 (45 min)
Closing Q&A/Departure	12:35 – 12:45(10 min)

*\*It is recommended to arrive at the courthouse as early as possible to allow plenty of time for security checks.*

For scheduling concerns or any questions about Classroom to Courtroom or Teen Court please contact:

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Education Coordinator  
Leon County Teen Court  
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*The Classroom to Courtroom program is administered by the staff of the Leon County Teen Court through the Office of Court Administration of the Second Judicial Circuit. The program has the full support of the Court Administrator, Grant C. Slayden and of the Chief Judge, Charles A. Francis. The program is designed to be flexible and adaptable to the needs of individual students and teachers. Staff is always available to assist teachers with preparation and implementation of these lessons on an individual basis.*

## Section 1:

\*Teacher Instructions\*

\*Handout Distribution\*

\*Courthouse Field Trip Information\*

# FROM CLASSROOM TO COURTROOM

## MOCK TRIAL PROGRAM

### TEACHER INSTRUCTIONS

The Classroom to Courtroom Mock trials help students learn about courts and trial procedure in an interesting and enjoyable way. Although students obviously will not be as polished as they are in more lengthy mock trial programs, their abilities to quickly become familiar with trial process, to learn their roles, and to discuss rules of evidence and constitutional protections will surprise even the most seasoned observer.

Students will:

- Become familiar with the role of a trial court in solving disputes. They will also be introduced to court procedure and decorum.
- Develop an appreciation for the importance of various people in the courtroom.
- Practice communication and critical thinking skills as they prepare and present their case.

Handouts needed:

- ♦ Mini-Mock Trial Cases (*see "handout distribution page"*)  
Do not give these copies to jurors! Attorneys and witnesses only!
- ♦ Juror activities

### **DAY ONE and TWO – Classroom Activities**

1. Introducing the courts. Because most students have seen television programs about trials and courts, they already have some basic information. Ask them what programs they have seen. Ask the students to list the people who are present in the courtroom.

This list should include:

- |             |                           |                   |
|-------------|---------------------------|-------------------|
| • judge     | • plaintiff or prosecutor | • public          |
| • lawyers   | • bailiff                 | • sketch artists  |
| • jurors    | • police officers         | • media reporters |
| • witnesses | • clerk                   |                   |
| • defendant | • court reporter          |                   |

2. Discuss what these people do in the courtroom. Who do you think is the most important person in the courtroom? Why?
3. Discuss the steps in a trial. Use the handout and worksheet provided.

Optional activity: cut out each individual "step" and hand out to students. Allow them to arrange themselves in order using the "step" that they have been given.

4. **Choose which case the class will do.** You may have the class vote but please do not share specific facts of the case, so that those students who will become jurors do not hear too much about the case. Assign or ask for volunteers to play the roles. There should be (depending on class size) 2-3 prosecutors, 2-3 defense attorneys, 1 bailiff, 3 witnesses for the prosecution, one defendant, and two witnesses for the defense. The rest of the group will be jurors for the case.
  5. **Provide the “Stipulated Facts” handout to all participants playing roles.** Provide the Witness Statements to the defendant, the witnesses, and all the attorneys. (do not give to the jurors – in order to simulate the trial as close to a real trial as possible, the jurors should not know the facts).
  6. Provide the following instructions:
    - Attorneys** – Tell them to read the facts and all of the witness statements (including the witnesses for the other side). They are to decide and divide up who will prepare an opening statement, questions for all the witnesses, and a closing argument. They should receive copies of the Mock Trial Script to guide them. The Mock Trial Script provides guidelines and suggestions for the attorneys for all stages of the trial. They should bring all of their Mock Trial papers with them when attending the Courthouse Tour.
    - Witnesses** – Tell each witness to read his or her statement at least three times so that he or she will be prepared to answer questions. Each witness should then work with the lawyers from their side to help prepare questions. Witnesses can improvise any details that are not contained in the Witness Statements, but they cannot go outside of the fact pattern. The details given within the Witness Statements may not be altered. Witnesses may bring the Witness Statements with them to remind them of details during the mock trial.
    - Bailiff** – Tell the bailiff to review the procedure for the oath that he or she will administer to each witness. The Bailiff should be familiar with the case name to announce to the court.
    - Jurors** – Ask them to imagine who they will be in twenty years and complete the Juror Biography form.
    - Media Reporter** – Their job will be to question the jurors about their decision after the verdict has been reached
- Allow class time for the students to work on their roles in these first days.**

### **DAY THREE – Prep for Field Trip/Mock Trial with Guest Speaker**

Preparation: Students should have their materials from the previous class days.

1. Introduce the Guest Attorney/Judge to the class and allow the attorney 10 minutes to talk about what they do in the legal profession. They will also discuss courthouse and courtroom decorum.

2. Break up class into 3 groups: prosecuting attorneys/witness and defense attorneys/witnesses, and jurors.
3. Guest will provide brief instruction as to what to expect on the upcoming field trip, courthouse procedures, security, dress code, etc.
4. Guest will work with prosecution and defense groups on developing their case for the Mock Trial. Discussion will include opening statements, direct and cross-examinations, closing arguments, evidence, and objections.
5. At the end of the class, remind students to bring their notes and the Mock Trial Script handout with them for the mock trial to be held at the Leon County Courthouse.

#### **DAY FOUR (Courthouse Field Trip - Tour and Mock Trials)**

*\*See Sample Field Trip Itinerary*

#### **Students playing roles will need to bring their scripts with them!**

1. The Field Trip consists of the students/teachers going through security, observing an actual court proceeding, a tour of the building and presenting their mock trial in an actual courtroom. The judge will be a volunteer judge, attorney, or other court staff.
2. Students will be able to keep all belongings in papers in the reserved courtroom while touring the building.
3. After the verdict has been reached in the mock trial, there will be a brief Q & A with judge.

#### ***\*If participating in a classroom mock trial (no field trip):***

1. The guest judge will have materials provided in advance.
2. Set up classroom according to courtroom diagram.
3. The mock trial should take about 45 minutes

#### **\*\* Important Field Trip Information! \*\***

Teachers should emphasize the following to all students and chaperones:

- Security procedures: any weapons, scissors (including medical), metal utensils (forks), etc. will be confiscated
- Appropriate dress: no shorts, torn jeans, hats, hoodies, flip flops, etc. (skirts/dresses must of an appropriate length; sandals must have a back strap.
- Appropriate behavior: no cell phones on in courtroom, no talking in courtroom, orderly and quiet in the hallways
- How to address the judges: stand up when speaking to the judge, answer "yes, your honor" or "no, your honor", etc.



## Handout Distribution

**The roles for each class and the papers needed for each role are as follows:**

\*Roles should be assigned **BEFORE** the guest speaker arrives to your class!

✓ **6 Attorneys\*** (3 Prosecution, 3 Defense)

- ☐ Attorney Tips and Instructions
- ☐ Rules of Evidence and Objections
- ☐ Mock Trial Script
- ☐ Stipulated Facts
- ☐ Prosecution Witness Statements
- ☐ Defense Witness Statements

\*For smaller classes, you might choose to select only 4 total attorneys (2 for each side) so that you will have enough jurors.

} all attorneys need **both** sets of statements so they may prepare both direct and cross-examination questions

✓ **3 Defense Witnesses** \*NOTE: The Tony Garcia case only has 2 witnesses per side

- ☐ Stipulated Facts
- ☐ Defense Witness Statements

✓ **3 Prosecution Witnesses** \*NOTE: The Tony Garcia case only has 2 witnesses per side

- ☐ Stipulated Facts
- ☐ Prosecution Witness Statements

✓ **1 Bailiff**

- ☐ Mock Trial Script – Bailiff may look over the oath and the name of the case

Note: The bailiff won't have anything to work on before court day so he or she may work with the jurors during class.

✓ **1 Media Reporter** (optional)

No prep. required. The reporter will be responsible for taking notes during the trial and questioning the jurors about their decision after the verdict is read. He or she may work with the jurors during class.

✓ **Jurors** (rest of the class)

- ☐ Jury Information
- ☐ Letter from the Judge
- ☐ Juror Questionnaire – to be filled out as if students were 20 years older than their present age

These items can also be downloaded from our website  
<http://www.leoncountyfl.gov/teencourt/index.php>.

# **LEON COUNTY COURTHOUSE**

## **DRESS CODE AND DEMEANOR FOR FIELD TRIPS**

The Leon County Courthouse welcomes students and teachers. Please respect that this is a normal working day for everyone in the courthouse. We ask that you and your students strive to maintain a professional atmosphere while visiting the courthouse. Please adhere to the following rules.

### **DRESS CODE**

- Students should dress in BUSINESS CASUAL attire
- NO Shorts
- NO Hats
- NO short skirts or dresses (2 inches above the knee is ok)
- NO tank tops
- NO shirts that expose your stomach or that are low cut
- NO flip flops, open toe shoes MUST have a strap around the heel
- NO ripped jeans

*When in doubt---DON'T wear it!*

### **COURTROOM DEMEANOR**

- NO Cell Phones or electronic media devices
- Phones must be turned OFF
- Treat others with respect at all times
- Be polite to fellow jurors and mock trial participants
- No gum or candy is allowed in any courtroom
- There should be NO talking during the proceedings
- Have nothing on your person that is distracting or noisy (such as bangle bracelets or watches that beep)
- Show respect to all courtroom officials, especially the judge.
- Always STAND to address the judge and refer to him/her as "Your Honor"
- Use titles such as Mr., Mrs., Miss and always use last names.

*"You never get a second chance to make a first impression."*

### **LUNCHES AND OTHER PERSONAL ITEMS**

- Bring lunches in closed bag or container. We recommend a plastic bag, such as a grocery bag, that can be tied closed and then thrown away after lunch so that no lunch boxes are left behind.
- NO metal utensils. They will be confiscated at security. Please bring plastic utensils.
- No scissors. Even medical scissors will be confiscated (Teachers check you emergency kits before you leave school.)
- If you don't need it, don't bring it! The less you bring, the faster everyone will get through security.

## Section 2:

**\*Mock Trial Cases\***

IN THE CIRCUIT COURT OF THE SECOND JUDICIAL CIRCUIT,  
IN AND FOR LEON COUNTY, FLORIDA.

STATE OF FLORIDA

CASE NO. 13-0001  
Criminal Division

Prosecution,  
v.  
Max Paulson,

Defendant.

\_\_\_\_\_ /

**STIPULATED FACTS**

On April 23 at approximately 6 p.m., an automobile driven by Max Paulson made a left turn from the northbound lane of Elm Street to Third Avenue, colliding in the crosswalk with a bicycle ridden by Sam Smith, throwing Sam Smith across the street, breaking his leg. Max Paulson is charged with Reckless or Careless Driving.

IN THE CIRCUIT COURT OF THE SECOND JUDICIAL CIRCUIT,  
IN AND FOR LEON COUNTY, FLORIDA.

STATE OF FLORIDA

CASE NO. 13-0001  
Criminal Division

Prosecution,

v.

Max Paulson,

Defendant.

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**WITNESSES FOR THE DEFENSE**

Witness #1

**Sara Firestone**

I was shopping on April 23 just after dinner. I picked up a few items at the speedy market and a prescription at the drug store. When I came out of the drug store I was nearly hit by a bike driven by Sam Smith. Sam was riding on the sidewalk in a fast, rather reckless manner. I didn't think it was legal to ride bikes on the sidewalk downtown. I think I have seen some signs about it. Sam raced by me and entered the intersection, riding in the crosswalk. The light was green. There was a lot of traffic, especially on Elm Street. I heard the tires of a car squeal as it turned from Elm onto 3<sup>rd</sup> Avenue and hit him. He was thrown across the street, almost hitting a light pole. I ran inside to call 911. Sam was not wearing reflective clothing. I remember thinking that because I had just purchased some reflector tape to put on the jacket that my daughter wears when she rides her bike.

Witness #2

**Cynthia Murray**

I am the director of the Florida Bike Safety Project. As part of my job, I run a bike camp here young people learn how to ride their bikes safely. I have been doing this for seven years. During the camp, we focus on the rules of the road, which include getting off of your bike and walking when you are going to cross the street in a pedestrian crosswalk. Also, under Minnesota law, a person may not ride a bike upon a sidewalk within a business district unless permitted by local authorities. If a person doesn't obey the bike laws, he or she can be given a ticket, much like a driver of a car gets a ticket.

Witness #2

**Max Paulson, Defendant**

I am 19 years old. I am a good driver. I have never had a ticket or been involved in a car accident. On April 23 I was driving home from work on Elm Street, going north. I got to 3rd Avenue and signaled my left turn as I do every day. There were a lot of cars driving south on Elm. I waited a long time for an opening. Finally, a gap in the traffic occurred letting me turn left. It was only a brief break in the traffic so I made a quick turn. I was surprised, and frankly somewhat embarrassed, when my tires squealed because of my quick turn. The next thing I remember is hitting this bike that came out of nowhere. I mean, one minute I looked and the intersection was clear and the next minute I hit a bike. I am very sorry, but I think the bicyclist is partly to blame.

IN THE CIRCUIT COURT OF THE SECOND JUDICIAL CIRCUIT,  
IN AND FOR LEON COUNTY, FLORIDA.

STATE OF FLORIDA

CASE NO. 13-0001  
Criminal Division

Prosecution,

v.

Max Paulson,

Defendant.

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**WITNESSES FOR THE PROSECUTION**

*Witness #1*

**Officer Mike Rudy**

The intersection of Elm Street and Third Avenue is probably the busiest intersection in our town. There are a lot of cars and a lot of people on the sidewalk and shopping in the nearby stores. Because of this, the city council decided last year that bicycling on the sidewalk is not safe in the downtown area. Signs saying "No bicycles on the sidewalk" were placed on every other block. There is not one on the intersection of Elm and Third, but there is one at Elm and Second. There is also a manufacturing plant nearby that causes major traffic and safety problems. The folks who work there race to get home and sometimes are not careful about watching for pedestrians in the crosswalk. We have had several near accidents recently. On April 23, Max Paulson was driving home after work. Like all of the rest, he was in a hurry to make the turn onto Third Avenue. He made a turn between two cars that required him to accelerate very quickly to get out of the way of the oncoming traffic. The accident investigation found black tire marks on Elm Street where he started his turn. There was no evidence that he tried to slow down before he hit the bicyclist. The force threw the bicyclist across the street. I was in my squad car waiting to enter Third from a parking lot.

*Witness #2*

**Eric Featherstone**

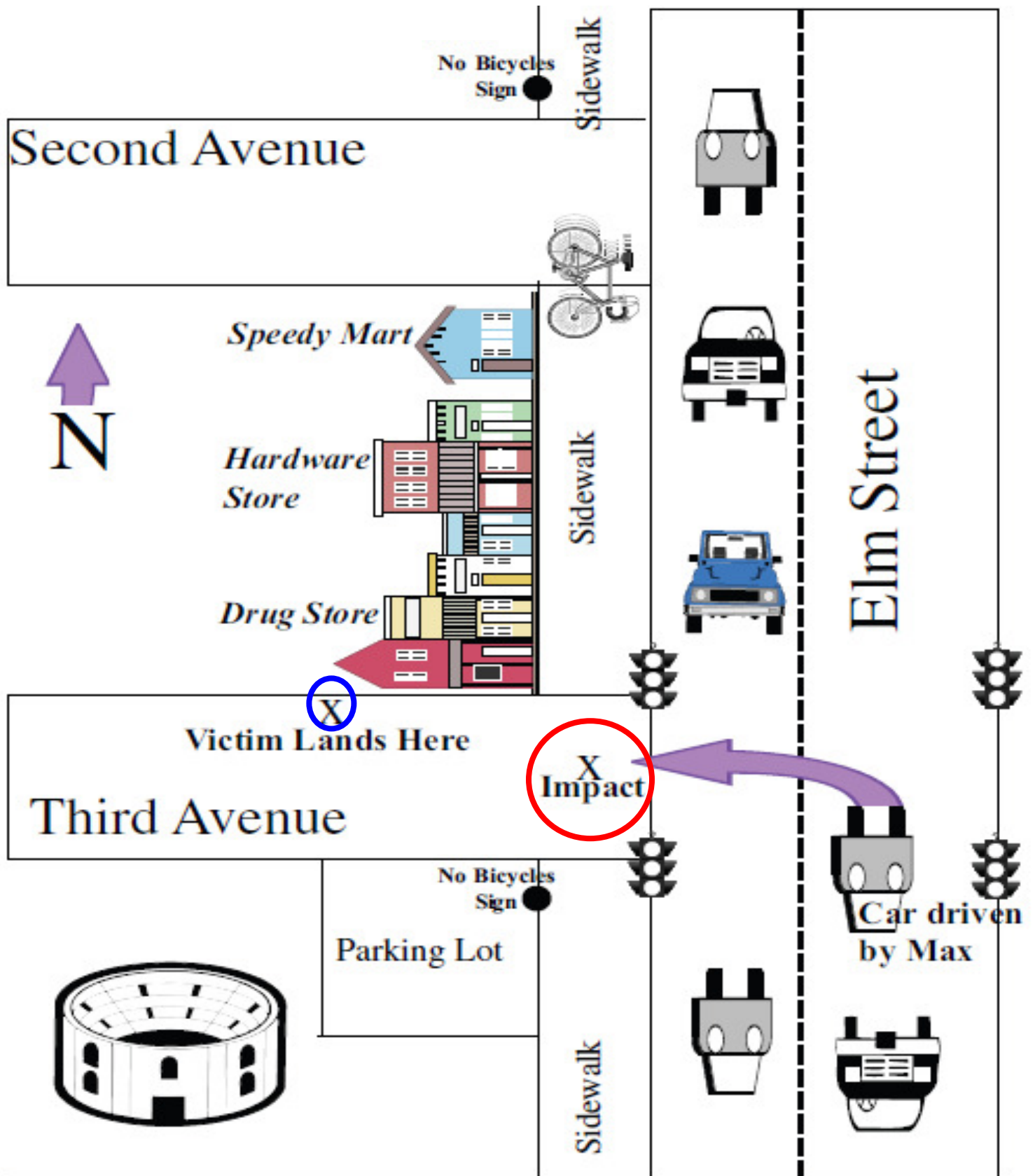
I was riding bikes with my friend Sam Smith. It was starting to get dark so we decided to head home. We rode together from the park down Second Avenue toward Elm Street. At Elm Street we separated. Sam turned right, and I turned left. I didn't know anything had happened to Sam until I got home and his dad called me to see if Sam was at my house. I guess the hospital called his dad a couple of minutes later.

*Witness #3*

**Sam Smith**

I am 17 years old. On April 23, I was riding my bike south on the sidewalk on Elm Street. I was in a hurry because it was starting to get dark and I don't have a light on my bike. I rode past the speedy mart, the hardware store and the drug store. I was riding on the sidewalk because the traffic was heavy. There were a few people walking on the sidewalk so I had to weave in and out so I wouldn't hit them. When I looked at the traffic light it was green so I rode into the intersection in the crosswalk. Before I knew it, I was hit by a car that was turning from Elm Street onto 3rd Avenue. I only remember thinking "I'm gonna die." I woke up in the ambulance with a badly broken leg. I had surgery to put pins in my leg to help it heal. It still hurts sometimes.

## ACCIDENT SCENE MAP



IN THE CIRCUIT COURT OF THE SECOND JUDICIAL CIRCUIT,  
IN AND FOR LEON COUNTY, FLORIDA.

STATE OF FLORIDA

CASE NO. 07-0002

Criminal Division

Prosecution,

v.

Alli McGraw,

Defendant.

**STIPULATED FACTS**

There has been an increase in drug abuse at Jackson High School. Three students were recently caught possessing large amounts of marijuana and other drugs with intent to sell to other students. They are currently being held in a juvenile detention center.

The school administrators hired an investigator to look into the problem. The investigator, Norman Tilman, decided random searches of lockers and student belongings would reduce the problem.

Mr. Tilman performed the searches for many days and found no signs of drugs. On Tuesday, April 22, Mr. Tilman began another search. The lockers, backpacks, and purses of ten students were searched. Matt Brown and Alli McGraw were two of the students whose belongings were searched. Mr. Tilman searched Alli's backpack which she had purchased at a garage sale on Saturday, April 19. Mr. Tilman found a small amount of marijuana in a zippered compartment on the inside of the backpack. Alli claims to know nothing about the marijuana. She is now being charged with possession of marijuana.

**ISSUE:** Did the marijuana in Alli's backpack belong to her?

**DEFENSE:** Alli purchased the backpack from people who had been known to use marijuana in the past. Alli claims the marijuana must have been placed in the backpack before she purchased it and that she knows nothing about it.



IN THE CIRCUIT COURT OF THE SECOND JUDICIAL CIRCUIT,  
IN AND FOR LEON COUNTY, FLORIDA.

STATE OF FLORIDA

CASE NO. 07-0002

Criminal Division

Prosecution,

v.

Alli McGraw,

Defendant.

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**Prosecution Witness Statements**

Witness #1

**Norman Tilman, Private Investigator**

I have been a private investigator for ten years. Before that, I was a police officer for seven years. In the last five years, I have worked with many schools in trying to solve the drug problems. I recommended to the administrators at Jackson School to start searching the lockers and student belongings. I believe this helps reduce the drug use in the schools.

On April 22, I was searching ten students' lockers and belongings. When I reached Alli McGraw's backpack, I found a small amount of marijuana in a zippered compartment in the inside of the backpack. It was a good place to hide the marijuana because the inside compartment is hard to see and I almost missed it. I asked Alli if the marijuana was hers. She said she didn't know anything about the stuff. She was very embarrassed.

Witness #2

**Matt Brown, Student**

I was one of the ten students in the search. Mr. Tilman went through my locker and my backpack before he searched Alli's things. I was standing next to Alli. She seemed nervous when Mr. Tilman started the search. I saw Mr. Tilman pull the marijuana out of Alli's backpack. She said "Oh, no!" and then said she didn't know anything about it. I have been going to school with Alli since I moved to this city four years ago. As far as I know, Alli has never been in trouble. She has a few friends who get into trouble, but she's a good kid.

Witness #3

**Sandy Smith, Student**

I am Alli's science partner. We do all of our experiments together. Recently, Alli hasn't been completing her parts of the assignments. She blames it on all the other school activities she is involved in. I think she has some other problems. She seems confused when she is in class. In fact, last week, she made some mistakes in a chemistry experiment which caused a small explosion. No one was hurt and there was no danger, but I was pretty scared. Alli and I have been friends for a long time.

IN THE CIRCUIT COURT OF THE SECOND JUDICIAL CIRCUIT,  
IN AND FOR LEON COUNTY, FLORIDA.

STATE OF FLORIDA

CASE NO. 07-0002

Criminal Division

Prosecution,

v.

Alli McGraw,

Defendant.

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**Defense Witness Statements**

Witness #1

**Gloria Swanson, Band Director**

I am the band director. I have had Alli in my music class and in the band for several years. She is very talented and hard working. She spends much of her free time practicing with a few other students. I have noticed recently that she seems a bit distracted, but that's normal in the spring. I don't think Alli uses drugs.

Witness #2

**Rob McGraw, Alli's Cousin**

I was with Alli when she bought the backpack. We found it at a garage sale next door to my house. The house is owned by a bunch of adults who used to be "hippies." I remember when they had lots of very loud parties that would end when the police came to break them up. Once my mom helped one of the men fix the lawnmower and they offered her marijuana as a thank you. My cousin never gets into trouble. She doesn't use drugs.

Witness #3

**Alli McGraw, Defendant**

I know nothing about the marijuana that was found in my backpack on April 22. I purchased the backpack at a garage sale on Saturday, April 19. The sale was at the house of a group of adults who have lived there since they graduated from college in 1992. I went to the sale with my cousin, Rob, who lives next door to the house. The backpack was in good shape, and very cheap, so I bought it. I never dreamed it would get me into this much trouble.

I am a good kid. I have never been in trouble before, except for being asked to leave class because I was talking too much. I am involved in lots of extra activities. I am on the dance line, play clarinet in the band, and am a member of the girls track team. I work part time at the neighborhood grocery store.

IN THE CIRCUIT COURT OF THE SECOND JUDICIAL CIRCUIT,  
IN AND FOR LEON COUNTY, FLORIDA.

STATE OF FLORIDA

CASE NO. 07-0002  
Criminal Division

Prosecution,

v.

Jesse Sunderson,

Defendant.

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**STIPULATED FACTS**

On January 7, at 1 p.m. many firecrackers exploded in an empty locker at Jefferson School, causing great damage to the lockers and the walls. Luckily, no one was injured. Mr. Stuart, the assistant principal, searched the other lockers and found more firecrackers in a locker assigned to Jesse Sunderson. Jesse has been charged with possession of firecrackers and damage to property.

**ISSUES:** Did the firecrackers belong to Jesse? Did he put them into the empty locker?

**DEFENSE:** Jesse will try to prove that he is a victim of retaliation. Because he informed Coach Price about the use of alcohol by two students, Jesse believes the two students planted the firecrackers in his locker.

IN THE CIRCUIT COURT OF THE SECOND JUDICIAL CIRCUIT,  
IN AND FOR LEON COUNTY, FLORIDA.

STATE OF FLORIDA

CASE NO. 07-0002

Criminal Division

Prosecution,

v.

Jesse Sunderson,

Defendant.

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**Prosecution Witness Statements**

Witness #1

**Leslie Stuart, Assistant Principal**

I have been assistant principal at Jefferson School since 1989. Before that I was a social studies teacher at Olsen High School.

On January 7, I was called to the west wing after an explosion which damaged the lockers and the walls. I looked over the damage and quickly decided that I had to make certain that there were no more firecrackers in the lockers so I used my master key to open the lockers. In locker 633 I found a large grocery bag full of unexploded firecrackers. I took the firecrackers to my office and looked up the student assigned to locker 633. The student was Jesse Sunderson. I then called the police.

Witness #2

**Mickey Price, Coach**

I have been a coach at Jefferson for the last three years. Jesse Sunderson is on my soccer team. I had a meeting with Jesse's parents and Jesse a week ago. I explained that Jesse was being suspended from the team because of poor grades. The school has a policy that all athletes must maintain a B-average to play in school sports. Jesse's average has slipped to C-. Jesse became very angry and complained that it wasn't fair to suspend one player for poor grades, while other players could keep playing even though they were using alcohol. Upon questioning, Jesse gave me the names of two other players who have since, after much investigation, also been suspended from the team.

Witness #3

**Shawn Dettmer, Student**

I'm a student at Jefferson and I was on the soccer team until the coach kicked me off. Apparently, Jesse Sunderson ratted me out that I drank beer. He's such a jerk. He has messed up my chances at getting a scholarship. He should be expelled. He must've gotten the fireworks from that little fireworks stand at the state border. I think I saw him with some bottle rockets from that place.

IN THE CIRCUIT COURT OF THE SECOND JUDICIAL CIRCUIT,  
IN AND FOR LEON COUNTY, FLORIDA.

STATE OF FLORIDA

CASE NO. 07-0002

Criminal Division

Prosecution,

v.

Jesse Sunderson,

Defendant.

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**Defense Witness Statements**

Witness #1

**Erin Thompson, Student**

I am a seventh grader at Jefferson. I am a member of the Marching Band. I like school a lot and spend most of my time working on my computer or talking with my best friend. I have a locker in the west wing next to one of the kids who was suspended from the soccer team. I hear the student blaming Jesse for all his problems. I also saw this student with some friends walking down the hall in the west wing a few seconds before the explosion. I was on my way to the office to meet my older brother who was taking me to the orthodontist.

Witness #2

**Kyle Hadley, School Janitor**

I have been the janitor at Jefferson School for five years. On the morning of the explosion, I noticed my locker master key was missing. I usually leave it on the hook by the door to my supply closet. I had seen two of the boys from the soccer team hanging around the door to my supply closet earlier that morning.

Witness #3

**Jesse Sunderson, Defendant**

I did not plant the firecrackers in the empty locker, and I have no idea how the firecrackers got into my locker. The lockers have combinations and I have not given my combination to anyone. I am a good student, I participate in sports and music activities, and I have a part-time job delivering newspapers.

I usually get along with the students at Jefferson. Except at the moment, a couple of kids are very angry with me for telling the coach that they drink beer. I told on them because I didn't think it was fair to punish me for breaking a rule and not punish others. I heard them tell some other kids that they would "get back at me!" I think they might have planted the firecrackers in my locker which is located in the west wing.

IN THE CIRCUIT COURT OF THE SECOND JUDICIAL CIRCUIT,  
IN AND FOR LEON COUNTY, FLORIDA.

STATE OF FLORIDA

CASE NO. 13-0001

Criminal Division

Prosecution,

v.

Tony Garcia,

Defendant.

---

**STIPULATED FACTS**

Tony Garcia and several of his friends were riding their bikes around the neighborhood on Friday, March 15. At about 6:00 p.m. a few kids from a different neighborhood rode by Tony and his friends. They teased Tony and his friends and dared them to throw stones at Mr. Wiley's windows. Mr. Wiley is an old man who often tells the children to stay off his property. Several windows were broken, and when Mr. Wiley ran out of his house to stop the children, he recognized Tony. The State has now charged Tony with the crime of vandalism.

IN THE CIRCUIT COURT OF THE SECOND JUDICIAL CIRCUIT,  
IN AND FOR LEON COUNTY, FLORIDA.

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CASE NO. 13-0001  
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---

**WITNESSES FOR THE PROSECUTION**

Witness #1

**Mr. Wiley**

I have lived in this neighborhood for 47 years. My wife and I built our little house when we were married. My wife died five years ago. Since then, I have been a victim of many attacks of vandalism. On Friday evening, March 15, I was watching the 6:00 p.m. news when I heard glass breaking in my front porch. I ran out my back door and around the house to see what was going on. I saw lots of kids. I recognized Tony because he lives down the block and often rides his bike past my house. It was clear to me that this group of kids was responsible for breaking my windows. In fact, Tony had a rock in his hand and was getting ready to throw it.

Witness #2

**Leslie Jacobs**

I have delivered newspapers to Mr. Wiley's neighborhood for three years. On Friday, March 15, I was delivering a newspaper to Ms. Crowley, who lives three houses away from Mr. Wiley, when I heard kids screaming and then I heard breaking glass. I ran over to Mr. Wiley's house. I saw about 10 children on the front yard. Tony and another kid were pushing each other. It looked to me like the other kid was trying to stop Tony from throwing a stone. I did not see anyone throw stones.

STATE OF FLORIDA

CASE NO. 13-0001  
Criminal Division

Prosecution,

v.

Tony Garcia,

Defendant.

---

### **WITNESSES FOR THE DEFENSE**

Witness #1

**Sandy Carter**

Tony and I were out riding our bikes with some other friends on Friday, March 15. We were riding up and down Tony's block when a bunch of kids we didn't know rode up to us and started teasing us. They dared us to throw stones at grouchy old Mr. Wiley's windows. We tried to ignore them. They threw a stone and hit a front porch window. Then they threw some more stones. I think a couple of windows were broken. Tony and I and our friends stood and watched. When one of the other kids picked up a stone to throw, Tony tried to stop him. Then Mr. Wiley came around the house. The other kids said they didn't throw the stones, they said that Tony did. I think they were mad at Tony because he tried to stop them. Tony is a real nice friend; he wouldn't try to break Mr. Wiley's windows.

Witness #2,

**Tony Garcia, Defendant**

I was riding bikes with my friends on Friday, March 15. It was almost getting dark when a bunch of kids we didn't know rode up to us and started bugging us. They wanted us to throw rocks with them. They were going to try to break some of Mr. Wiley's front porch windows. Even though I don't like Mr. Wiley very much, we said we wouldn't do that. I saw one kid standing next to me pick up a rock. I tried to take it out of his hand so he wouldn't throw it. That's when Mr. Wiley came around the corner. Leslie the newspaper carrier also showed up. I did not throw any stones.



## Section 3:

\*Mock Trial Attorney Info.\*

\*Attorney Scripts\*

## **Mock Trial Attorney Tips and Instructions**

As a team, decide which team member(s) will give the opening and closing statement and which team member(s) will conduct the direct examination of which witnesses. It is also possible to question all witnesses together, like a tag team.

Once the team receives witness testimonies, analyze them, begin formulating questions, and determine the order in which you will call your witnesses to the stand. Start with your witness's testimony and then move to trying to anticipate loopholes in that testimony that the opposing attorneys might ask about. (Attorneys are only allowed to talk to their own witnesses prior to the trial; you may not talk to the opposing witnesses before the trial.)

After you have done analyzed the testimony and written your questions,, rehearse with your witnesses both the direct examination (which will be conducted by your team) and the cross-examination (conducted by the opposing attorneys). While rehearsing, be sure that the witnesses' responses will be believable to the jury.

### **General Tips for Being an Effective Attorney**

1. Remember that all of the attorneys are part of a team, are equals, and make decisions by consensus. Work together as a team and help each other if somebody gets stuck.
2. Show respect for the judge, jury, and witnesses at all times. This is not a fight—it is a debate.
3. During the mock trial, speak clearly and loudly so that the judge and jury can hear you.
4. You may walk around when questioning the witnesses because the jury may stop listening if you stand in one place for too long.
5. Do not constantly object to everything, just what is most important. When you do object, make sure you can give a good reason for the objection.
6. If something unexpected happens, such as a witness giving a response you didn't expect, remain calm and continue on.
7. The jury is often impressed if you seem to have memorized the details of the case. The more you know without reading, the more believable you will be.
8. Be creative and have fun.
9. Try to watch a television show such as *Law and Order* to get a sense of how courtroom flow, objections, and questions go in a trial.
10. If you need help or have any questions, ask the teacher or guest speaker.

### **Opening and Closing Statements**

These statements are the most important part of the trial. It is the first time the jury will be hearing anything about the case. Do not give away the entire case, just summarize what your evidence will present.. End the opening statement by telling the jury that the facts that they will hear during the trial will support the case and that you are hoping for a favorable verdict.. Opening and closing statements should have the following characteristics:

- Clearly and simply state the basic facts of the case.

- The conclusion should include a respectful statement to the jury: "Ladies and gentlemen of the jury, it is your responsibility to listen attentively to the statements of the witnesses and to determine the facts in this action."
- Refer to the individuals on your side of the case by their names; refer to the individuals on the opposing side by their roles, such as "the defendant" or the "the prosecution witness."
- In the closing statement, refresh the jury's memory about important facts or testimonies but do not introduce any new arguments.
- Remind the jury that the burden of proof rests with the State and let them know the degree of that burden.

## **Questioning**

During questioning, remember that the jury does not have the witnesses' testimonies in front of them and is unfamiliar with what they have to say. Therefore, you have to walk your witness step-by-step through his or her testimony so that the jury understands the whole picture. ("What happen?" "And then what?") Do not let a witness tell their entire story in one long speech. Break up what they have to say with questions so that the jury has time to visualize what they are saying.

### **Direct Examination**

1. The purpose of the direct examination is to ask clear and simple questions that allow the witnesses to tell the complete story. Your team can win the trial on the strength of the direct examination.
2. Remember that the jury knows nothing about the case, the witnesses, or the defendant. It is your job to clearly build a case for them.
3. If your witnesses get nervous and forget to mention important details, it is your job to ask questions that will draw out those details. If a witness says something unexpected and harmful to the case, remain calm and go to another question to try to refocus the jury's attention.

### **Cross-Examination**

1. The purpose of the cross-examination is to try to get the person on the stand to agree with the facts that support your case and discredit the opposing side's argument.
2. Focus your questioning on just the main points that support your case. Questions that require yes/no answers allow you to remain more in control of the situation. For example, during the cross-examination, you can state a fact and have a witness agree or disagree with it. During the cross-examination, you are allowed to ask leading questions. (You are not permitted to ask leading questions during direct examination.)
3. During the cross-examination, listen very closely to the answers that are being given.
4. If you get an unexpected answer, remain calm and continue as if nothing has happened. If the witness keeps responding to your questions with "I don't know," don't worry because *they* are probably making a bad impression on the jury (not you).
5. Prior to the mock trial, you are not allowed to discuss the case with witnesses from the opposing side and can only question them during the trial.

## **RULES OF EVIDENCE and OBJECTIONS**

Any attorney may object to a question asked of a witness on the stand or the admission of an exhibit if s/he feels that it does not follow a rule of evidence. The judge is the deciding factor and will determine whether the witness' testimony or the evidence is admissible.

When you feel that an attorney has asked a question that breaks a rule of evidence, stand up and say "Objection, your Honor" and give the rule of evidence that you feel was broken. The opposing attorney may state why he/she feels he is not breaking the rule.

### **Possible Reasons ("Grounds") for Objection**

**LEADING:** Leading questions are only permitted during cross-examination, not during direct examination. An example of a leading question would be: "Mr. Hayes, isn't it true that you were once convicted of a crime?"

"Objection, Your Honor. Counsel is leading the witness."

**OPINIONS AND CONCLUSIONS:** Witnesses must stick to the facts and should not share their opinions or conclusions.

**IMMATERIAL AND IRRELEVANT:** Witnesses can only provide information relevant to the case.

"Objection, Your Honor. This testimony is not relevant to the facts of this case."

**SPECULATION:** Witnesses cannot predict the future and must rely on the facts.

**HEARSAY:** Witnesses cannot draw on conversations outside of the courtroom. An example of hearsay might begin with the phrase, "I was told . . ."

"Objection, Your Honor. Counsel's question, the witness' answer, is based on hearsay." If the witness has already given a hearsay answer, the attorney should also say, "and I ask that the statement be stricken from the record."

**OPINION TESTIMONY:** "Objection, Your Honor. Counsel is asking the witness to give an opinion."

**NON-RESPONSIVE ANSWER:** The witness is not answering the question asked.

**NO PERSONAL KNOWLEDGE:** "Objection, Your Honor. The witness has no personal knowledge to answer the question."

**CREATION OF MATERIAL FACT:** "Objection, Your Honor. The witness is creating facts material to the case which are not in the record." (This objection is not a rule of evidence ordinarily but is used in the mock trial scenario to avoid the creation of evidence by students, which misleads and confuses the issues presented.)

### **Judge's possible response:**

**"SUSTAIN"** - the judge agrees that the rule has been broken, the jury should disregard the question, and the witness should not answer the question.

**"OVERRIDE"** - the judge does not think a rule has been broken and the witness can answer the question that was asked.

**MOCK TRIAL SCRIPT**

**NOTE TO ALL PARTICIPANTS:** Always address the judge by saying "Your Honor."

**Opening of Trial:**

**Bailiff:** Please rise. The Court of the Second Judicial Circuit, Criminal Division, is now in session, the Honorable Judge \_\_\_\_\_ presiding.

**Judge:** Everyone but the jury may be seated. Ms./Mr. \_\_\_\_\_ (Bailiff's name), please swear in the jury.

**Bailiff:** Please raise your right hand. Do you solemnly swear or affirm that you will truly listen to this case and render a true verdict and a fair sentence as to this defendant? (Jury should answer "I do"). You may be seated.

**Judge:** Members of the jury, your duty today will be to determine whether the defendant is guilty or not guilty based only on facts and evidence provided in this case. The prosecution has the burden of proving the guilt of the defendant beyond a reasonable doubt. This burden remains on the prosecution through the trial. The prosecution must prove that a crime was committed and that the defendant is the person who committed the crime. However, if you are not satisfied of the defendant's guilt to that extent, then reasonable doubt exists and the defendant must be found not guilty. Mr./Ms. \_\_\_\_\_ (Bailiff's name), what is today's case?

**Bailiff:** Your Honor, today's case is The State of Florida versus \_\_\_\_\_.

**Judge:** Is the prosecution ready?

**Prosecuting Attorneys:** (stand up) Yes, Your Honor. (Be seated)

**Judge:** Is the defense ready?

**Defense Attorneys:** (stand up) Yes, Your Honor. (Be seated).

~~~~~**Opening Statements**~~~~~

(Prosecution goes first, then Defense)

(Speak at the podium)

**Attorney:** Your Honor, members of the jury, my name is \_\_\_\_\_ and I and my classmates are representing \_\_\_\_\_ in this case. We intend to prove \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Please find \_\_\_\_\_. Thank you.

~~~~~**Direct Examination (Prosecution)**~~~~~

**Judge:** Prosecution, you may call your first witness.

**Prosecuting Attorney:** Thank you, your Honor. I call to the stand \_\_\_\_\_.

**Judge:** Will the witness please stand to be sworn in by the bailiff. (Witness stands)

**Bailiff:** (To the witness) Please raise your right hand. Do you swear to tell the truth, the whole truth, and nothing but the truth?

**Witness:** I do. (Witness goes to the stand and sits down)

**PROSECUTION'S QUESTIONS for WITNESS #1**

1. Please state your name and relationship to this case.

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Thank you, Your Honor, no further questions.

**Judge:** The Defense may cross-examine the witness.

**Cross-examination of 1<sup>st</sup> Prosecution Witness by Defense**

**DEFENSE CROSS-EXAMINATION QUESTIONS for WITNESS #1**

? \_\_\_\_\_



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Thank you, Your Honor, no further questions.

**Judge:** You may step down.

~~~~~

**2<sup>nd</sup> Prosecution Witness**

**Judge:** Prosecution, you may call your second witness.

**Prosecuting Attorney:** Thank you, your Honor. I call to the stand \_\_\_\_\_.

**Judge:** Will the witness please stand to be sworn in by the bailiff. (Witness stands)

**Bailiff:** (to the witness) Please raise your right hand. Do you swear to tell the truth, the whole truth, and nothing but the truth?

**Witness:** I do. (Witness goes to the stand and sits down)

**PROSECUTION'S QUESTIONS for WITNESS #2**

**1.** Please state your name and relationship to this case.

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Thank you, Your Honor, no further questions.

**Judge:** The Defense may cross-examine the witness.

**Cross-examination of 2<sup>nd</sup> Prosecution Witness by Defense**

**DEFENSE CROSS-EXAMINATION QUESTIONS for WITNESS #2**

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Thank you, Your Honor, no further questions.

**Judge:** You may step down.

~~~~~

**3<sup>rd</sup> Prosecution Witness**

**Judge:** Prosecution, you may call your next witness.

**Prosecuting Attorney:** Thank you, your Honor. I call to the stand \_\_\_\_\_.

**Judge:** Will the witness please stand to be sworn in by the bailiff. (Witness stands)

**Bailiff:** (to the witness) Please raise your right hand. Do you swear to tell the truth, the whole truth, and nothing but the truth?

**Witness:** I do. (Witness goes to the stand and sits down)

**PROSECUTION'S QUESTIONS for WITNESS #3**

**1.** Please state your name and relationship to this case.?

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? \_\_\_\_\_

? \_\_\_\_\_

Thank you, Your Honor, no further questions.

**Judge:** The Defense may cross-examine the witness.

**Cross-Examination of 3<sup>rd</sup> Prosecution Witness by Defense**

**DEFENSE CROSS-EXAMINATION QUESTIONS for WITNESS #3**

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Thank you, Your Honor, no further questions.

**Judge:** You may step down.

~~~~~**Direct Examination (Defense)**~~~~~

**Judge:** Defense, you may call your first witness.

**Defense Attorney:** Thank you, your Honor. I call to the stand \_\_\_\_\_.

**Judge:** Will the witness please stand to be sworn in by the bailiff. (Witness stands)

**Bailiff:** (to the witness) Please raise your right hand. Do you swear to tell the truth, the whole truth, and nothing but the truth?

**Witness:** I do. (Witness goes to the stand and sits down)

**DEFENSE'S QUESTIONS for WITNESS #1**

**1.** Please state your name and relationship to this case.

? \_\_\_\_\_



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Thank you, Your Honor, no further questions.

**Judge:** The Prosecution may cross-examine the witness.

**Cross-Examination of 1<sup>st</sup> Defense Witness by Prosecution**

**PROSECUTION'S CROSS-EXAMINATION QUESTIONS for WITNESS #1**

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Thank you, Your Honor, no further questions.

**Judge:** You may step down.

~~~~~

**2<sup>nd</sup> Defense Witness**

**Judge:** Defense, you may call your second witness.

**Defense Attorney:** Thank you, your Honor. I call to the stand \_\_\_\_\_.

**Judge:** Will the witness please stand to be sworn in by the bailiff. (Witness stands)

**Bailiff:** (to the witness) Please raise your right hand. Do you swear to tell the truth, the whole truth, and nothing but the truth?

**Witness:** I do. (Witness goes to the stand and sits down)

**DEFENSE’S QUESTIONS for WITNESS #2**

1. Please state your name and relationship to this case.

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Thank you, Your Honor, no further questions.

**Judge:** The Prosecution may cross-examine the witness.

**Cross-Examination of 2<sup>nd</sup> Defense Witness by Prosecution**

**PROSECUTION’S QUESTIONS for WITNESS #2**

? \_\_\_\_\_

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? \_\_\_\_\_

Thank you, Your Honor, no further questions.

**Judge:** You may step down.

~~~~~

**3<sup>rd</sup> Defense Witness**

**Judge:** Defense, you may call your next witness.

**Defense Attorney:** Thank you, your Honor. I call to the stand \_\_\_\_\_.

**Judge:** Will the witness please stand to be sworn in by the bailiff. (Witness stands)

**Bailiff:** (to the witness) Please raise your right hand. Do you swear to tell the truth, the whole truth, and nothing but the truth?

**Witness:** I do. (Witness goes to the stand and sits down)

**DEFENSE'S QUESTIONS for WITNESS #3**

1. Please state your name and relationship to this case.

? \_\_\_\_\_

? \_\_\_\_\_

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Thank you, Your Honor, no further questions.

**Judge:** The Prosecution may cross-examine the witness.

**Cross-Examination of 3<sup>rd</sup> Defense Witness by Prosecution**

**PROSECUTION'S QUESTIONS for WITNESS #3**

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Thank you, Your Honor, no further questions.

**Judge:** You may step down.

~~~~~**Closing Arguments**~~~~~

**Judge:** Both the prosecution and the defense have now rested their cases. The attorneys will now present their final arguments. Please remember, what the attorneys say is NOT evidence. However, do listen closely. They are intended to aid you in understanding the case. Prosecution, you may begin.

**Prosecuting Attorney:** Thank you, your Honor. Members of the jury, today you have heard testimony about \_\_\_\_\_.

I would like to remind you of some important information that you should consider in your decision.

These facts include (1) \_\_\_\_\_

\_\_\_\_\_  
(2) \_\_\_\_\_

\_\_\_\_\_  
(3) \_\_\_\_\_

\_\_\_\_\_  
(4) \_\_\_\_\_

\_\_\_\_\_  
(5) \_\_\_\_\_

\_\_\_\_\_. Please  
find the defendant guilty of the charge of \_\_\_\_\_.  
\_\_\_\_\_. Thank you.

**Judge:** Defense you may proceed with your closing argument.

**Defense Attorney:** Thank you, your Honor. Members of the jury, today you have heard testimony about \_\_\_\_\_.

I would like to remind you of some important information that you should consider in your decision.

These facts include (1) \_\_\_\_\_

\_\_\_\_\_ →

- (2) \_\_\_\_\_  
 \_\_\_\_\_
- (3) \_\_\_\_\_  
 \_\_\_\_\_
- (4) \_\_\_\_\_  
 \_\_\_\_\_
- (5) \_\_\_\_\_  
 \_\_\_\_\_

Please find our client not guilty. Thank you.

~~~~~**Jury Instructions**~~~~~

**Judge:** Members of the jury, you have heard all of the testimony concerning this case. It is now up to you to determine the facts. You and you alone, are the judges of the fact. Once you decide what facts the evidence proves, you must then apply The Law as I give it to you to the facts as you find them.

**The LAW**

*(Choose appropriate box for case you are doing):*

**Alli McGraw Case**

**POSSESSION OF MARIJUANA.** If the offense is the possession of 20 grams or less of cannabis (marijuana), the person commits a misdemeanor of the first degree, punishable by up to one year in jail.

**Jesse Sunderson Case**

**DAMAGE TO PROPERTY:** A person who intentionally causes damage to physical property of another without the latter's consent. If the damage to such property is \$200 or less, it is a misdemeanor of the second degree, punishable up to 60 days in jail. If the damage to such property is greater than \$200 but less than \$1,000, it is a misdemeanor of the first degree, punishable by up to one year in jail. If the damage is \$1,000 or greater, or if there is interruption or impairment of a business operation or public communication, transportation, supply of water, gas or power, or other public service which costs \$1,000 or more in labor and supplies to restore, it is a felony of the third degree, punishable by up to 5 years in prison.

**SALE AND USE OF FIREWORKS PROHIBITED.** It shall be unlawful for any person to offer for sale, expose for sale, sell at retail or wholesale, possess, advertise, use, or explode any fireworks. .

### **Tony Garcia Case**

**CRIMINAL MISCHIEF:** A person commits the offense of criminal mischief if he or she willfully and maliciously injures or damages by any means any real or personal property belonging to another, including, but not limited to, the placement of graffiti thereon or other acts of vandalism thereto. If the damage to such property is \$200 or less, it is a misdemeanor of the second degree, punishable up to 60 days in jail. If the damage to such property is greater than \$200 but less than \$1,000, it is a misdemeanor of the first degree, punishable by up to one year in jail.

### **Max Paulson Case**

**RECKLESS DRIVING:** Any person who drives any vehicle in such a manner as to indicate either a willful or a wanton disregard for the safety of persons or property is guilty of reckless driving. Reckless driving is a misdemeanor. Any person convicted of reckless driving shall be punished upon a first conviction, by imprisonment for a period of not more than 90 days or by fine of not less than \$25 nor more than \$500, or by both such fine and imprisonment.

**CARELESS DRIVING:** Any person operating a vehicle upon the streets or highways within the state shall drive the same in a careful and prudent manner, having regard for the width, grade, curves, corners, traffic, and all other attendant circumstances, so as not to endanger the life, limb, or property of any person. Failure to drive in such manner shall constitute careless driving and a violation of this section. Any person who violates this law shall be cited for a moving violation.

**Judge** In just a moment, the bailiff will take you to the jury room to consider your verdict. One of the first things you will want to do is to select a foreperson that will preside over your deliberations the way that a chairperson does at a meeting. It will be the foreperson's duty to sign the verdict form when you have agreed on a verdict. Whatever verdict you render must be unanimous. That is each and every person must agree on the same verdict. The Bailiff will now escort you to the deliberation room.

**Bailiff:** All Rise. (Stand, get verdict form from the judge and escort Jury to deliberation room)

**Judge:** *(When the Jury Returns)* Have you reached a verdict?

**Jury Foreperson:** We have, your Honor.

**Judge:** What say you?

**Jury Foreperson:** We the jury, in the case of The State of Florida versus \_\_\_\_\_, find the defendant (guilty/not guilty) of the charge of \_\_\_\_\_.

**Judge:** (After verdict is read) Thank you, Jury, for your service today. Court is adjourned.

## Section 4:

\*Jury Information\*

\*Juror Questionnaire\*



## **JURY DUTY**

A trial by jury is a fundamental right of every person in the United States and is a very important part of the Constitution. While jury duty is not always convenient and can cause a hardship, jury duty is still the duty and responsibility of every qualified citizen of this country to serve when called.

You do not need any knowledge of the legal system to be a juror. The duty of the jury is very important. The jury's duty is first to decide the disputed issues of fact, and then to reach and return a true verdict that is based solely and exclusively on the evidence, testimony and law that is presented during the trial.

Jurors are randomly selected from a list of all licensed drivers and persons who possess a Florida Identification Card who are eighteen years old and older and reside in Escambia County. The State of Florida Department of Highway Safety and Motor Vehicles provides this list to the Clerk quarterly

Jury service in the State of Florida is for one day or the length of one trial. Some trials exceed one day. There is not a specific time of day that the courts conclude.

Most juries are selected on the initial reporting day. Some trials will begin and conclude on the same day. However, not all trials will finish or start on the same day. The length of the trial will be discussed during the selection process. If a juror finds that the length of the trial conflicts with a personal schedule, he/she may be given the opportunity to explain this to the Judge during the jury selection process.

Reporting for jury service, even if not selected to sit on a jury, will count as completing your duty for jury service for the year.

Court cases may resolve between the time the Summons was mailed and the time the juror is scheduled to report. Jurors must call the court the night before they are scheduled to find out if they are still required to report.

Watch "The Florida Juror" On-Line for some more great information!

<http://www.youtube.com/watch?v=IK1vaWSjTSQ>

## JURY INSTRUCTIONS

### LETTER FROM THE JUDGE

Ladies and gentlemen of the jury,

As jurors, it will be your job to decide whether the defendant is guilty or not guilty in the case that you hear. As the judge, it is my duty to instruct you in the law that applies to this case. You must follow these instructions. Your duty will be to decide what the facts are in this case based on the evidence you heard. You must then apply the rules of law to those facts. When you apply the rules of law, you *may not* use your own judgment. You *may not* rely on your own opinion about what the law should be. You must base your verdict only on the law that I give you in these instructions.

Consider Only the Evidence. To decide this case, you must consider the evidence. Evidence consists of the witnesses' testimony and the exhibits you saw. Any arguments or opinions the lawyers express are not evidence. Anything you have seen or heard outside the courtroom is not evidence. In addition, you must disregard any evidence that is objected to if I *sustain* the objection. You may not use any other source of information to help you decide this case.

You will hear several witnesses testify, including the defendant. It is up to each of you to decide if you believe a witness is telling the truth or not. You should consider how the witness behaved on the stand and use your own common sense in deciding whether or not a witness was telling the truth.

Remember, "not guilty" is not the same thing as "innocent." Not guilty means that the defendant could be innocent or that the State did not meet its Burden of Proof. This means that it is up to the prosecution to *prove* the defendant is guilty. The defense does not have to prove the defendant is innocent; if the prosecution has not proven its case, then the defendant is not guilty. You can only say the defendant is guilty if the prosecution has proven guilt beyond a reasonable doubt. "Beyond a reasonable doubt" means that you must be very sure. That means that you will still be sure tomorrow or next week or next year. It *does not* mean any doubt you can think up in your imagination.

All jurors must be unanimous in their decision in order to deliver a verdict.

Thank you for your time and your service to the Court.

Sincerely,

Your Mock Trial Judge



**IN THE CIRCUIT COURT OF THE SECOND JUDICIAL CIRCUIT,  
IN AND FOR LEON COUNTY, FLORIDA.**

STATE OF FLORIDA

Criminal Division

\_\_\_\_\_  
MOCK TRIAL JUROR QUESTIONNAIRE

**Instructions**

You are now a prospective juror in a criminal case. The purpose of this questionnaire is to assist the Court and attorneys to select a fair and impartial jury to hear and decide this case.

Please answer each question as completely and accurately as you can.

Truthful answers are necessary to ensure that both the state and the defense have a fair and impartial jury has been seated.

Please write legibly.

Now that you are a prospective juror it is important that, except as part of these proceedings, you are not exposed to any outside information about this case.  
For this reason, you are not to read, watch or listen to press reports relating to this case or the trial. You are also instructed not to discuss the case with anyone, including another juror, or to let anyone talk to you about the case.

**~Part 1~**

1. Full Name: \_\_\_\_\_

2. Place and date of birth: \_\_\_\_\_

3. Are you a U.S. Citizen? \_\_\_yes \_\_\_no

4. Present Address: \_\_\_\_\_

\_\_\_\_\_

5. Do you have any difficulty in reading, speaking, or understanding the written or spoken English language? \_\_\_yes \_\_\_no

6. Do you have any significant problems with your hearing or your eyesight?

\_\_\_yes \_\_\_no

7. How long have you lived at your present address? \_\_\_\_\_

8. How long have you lived in Leon County? \_\_\_\_\_

9. Are you a registered voter? \_\_\_yes\_\_\_no

10. Are you presently married? \_\_\_yes \_\_\_no

If "yes," what is the full name of your spouse? \_\_\_\_\_

How long have you been married? \_\_\_\_\_

11. Spouse's Occupation \_\_\_\_\_

12. If you have children, please state their full names and ages, and occupations

| Child's name | Age   | Occupation (if employed) |
|--------------|-------|--------------------------|
| _____        | _____ | _____                    |
| _____        | _____ | _____                    |
| _____        | _____ | _____                    |
| _____        | _____ | _____                    |
| _____        | _____ | _____                    |

13. Place of employment: \_\_\_\_\_

What is the nature of your work? \_\_\_\_\_

14. How many years of formal education have you had? \_\_\_\_\_

What is the name of the last full-time school you attended? \_\_\_\_\_

When did you last attend school? \_\_\_\_\_

~Part 2~

15. Do you, to your knowledge, have any personal or family connection of any sort with:

the defendant? ☐yes ☐no

the attorneys for the State? ☐yes ☐no

the defense attorneys ☐yes ☐no

If any answer is "yes," please explain briefly.

---

16. Do you, to your knowledge, have any personal, family, or business connection of any sort with any of people who may be called as witnesses in this case? ☐yes ☐no

17. Do you have any first-hand knowledge of the facts of this case? ☐yes ☐no

If "yes," please explain briefly.

---

18. If you do have knowledge of this case, have you formed any opinions whatsoever, based on information from any source, of the defendant's guilt or innocence? ☐yes ☐no

If "yes," please explain briefly:

---

19. The jury will be instructed that the defendant is presumed to be innocent throughout the trial, and that he/she cannot be found guilty of any offense until the State has **proven** each element of that offense beyond a reasonable doubt.

Are you able to follow this instruction? ☐yes ☐no If "yes," please explain briefly:

---

20. The jury will be instructed not to read, watch, or listen to any news accounts of this trial whatsoever until it is over, and not to talk to anyone about the case, not even to one another, until it is time to deliberate upon the verdict.

Are you able to follow this instruction? ☐yes ☐no If "yes," please explain briefly:

---

21. What TV or radio news programs do you watch or listen to fairly regularly?

---

22. What newspapers or magazines do you read fairly regularly?

---

**~Part III~**

23. Other than as a voter, are you active politically? ☐yes ☐no

If "yes," please explain briefly.

---

24. Have you been active in the campaign of any candidate(s) for elective office in Leon County?

☐yes ☐no If "yes," please explain briefly.

---

25. Have you ever held elected or appointed office in the Leon County? ☐yes ☐no

If "yes," please explain briefly.

---

26. Have you ever been employed by Leon County? ☐yes ☐no

If "yes," please explain briefly including the department(s) or agency(ies) for which you have worked: \_\_\_\_\_

27. Have you ever contributed money or property to any candidate(s) for elective office in Leon County? ☐yes ☐no

If "yes," please explain briefly: \_\_\_\_\_

---

28. Have you had any major disputes or litigation with the United States or the State of Florida governments in the past four years? ☐yes ☐no

If "yes," please explain briefly.

---

---

**~Part IV~**

29. Have you, any member of your immediate family, or a close personal friend ever been employed by any local, state or federal law enforcement agency? ☐yes ☐no

If "yes," please explain briefly.

---

30. Have you, or any member of your immediate family ever studied law, practiced law, or been employed by a lawyer or law firm? \_\_\_\_yes \_\_\_\_no

If "yes," please explain briefly.

---

31. Have you ever served on a trial jury? \_\_\_\_yes \_\_\_\_no

If "yes," were the case(s):      ☐ criminal?      ☐ civil?      ☐ other?

**~Part V~**

32. Do you have any opinion as to whether a person is ever justified in lying after having taken an oath to tell the truth? \_\_\_\_yes \_\_\_\_no

If "yes," please explain briefly.

---

33. Do you hold any personal opinions about the use of undercover, or "sting," operations by law enforcement agencies, in which, for example, friends or associates of a subject co-operate in monitoring the subject's activities? \_\_\_\_yes \_\_\_\_no

If "yes," please check the response below which most accurately reflects your opinion:

\_\_\_\_\_ I am opposed to such methods.

\_\_\_\_\_ I favor the use of such methods.

\_\_\_\_\_ I have some reservations about the use of such methods, but realize they are sometimes necessary. Please explain briefly, if you wish:

---

---

34. Do you have an opinion about the fairness of law enforcement agencies using concealed video and audio recording devices during the course of an undercover investigation? \_\_\_\_yes \_\_\_\_no

If "yes," please check the response below which most accurately reflects your opinion:

\_\_\_\_\_ I am opposed to the use of concealed recording devices.

\_\_\_\_\_ I favor the use of concealed recording devices.

\_\_\_\_\_ I have some reservations about the use of concealed recording devices, but realize they are sometimes necessary.

Please explain briefly, if you wish.

---

---

**~Part VII~**

35. Is there anything, or any reason at all, however personal or private, that makes you feel you should not serve as a juror on this case, or could not be a fair and impartial juror?

\_\_\_yes \_\_\_no

If "yes," please explain briefly.

---

---

---

**With my signature, I declare, under penalty of perjury, that the answers to each of these questions are true and correct, to the best of my knowledge and belief.**

---

Signature

---

Date



## Section 5:

Additional Activities

&

Resources

## TEACHING WITH FILMS

Movies that contain legal themes or issues can be used as a means to stimulate classroom discussion. In your preliminary discussions, teachers may choose to use a law-related film, such as those listed below. A number of these films are available on video or DVD and could quite easily be used to stimulate discussion of a wide variety of issues in the classroom.

This list has been created for classes in Middle School through Adult.

Teachers should always review films, regardless of the rating, prior to showing it to students. Some of the movies listed may obtain materials not suitable for in-class use. This will also help to prepare for in-class follow-up discussions.

### **Suggested films include:**

|                                              |                                      |
|----------------------------------------------|--------------------------------------|
| A Civil Action (1999)                        | Presumed Innocent (1990)             |
| A Few Good Men (1992)                        | Reversal of Fortune (1990)           |
| A Man for All Seasons (1966)                 | Robin Hood: Prince of Thieves (1991) |
| Absence of Malice (1981)                     | Rules of Engagement (2000)           |
| Adams Rib (1949)                             | Schindler's List (1993)              |
| Amistad (1997)                               | Snow Falling on Cedars (2000)        |
| Anatomy of a Murder (1959)                   | Sommersby (1993)                     |
| And Justice For All (1979)                   | Suspect (1987)                       |
| Billy Budd (1962)                            | The Accused (1988)                   |
| Birdman of Alcatraz (1962)                   | The Caine Mutiny (1954)              |
| Breaker Morant (1980)                        | The Castle (1999)                    |
| Catch Me if You Can (2003)                   | The Client (1994)                    |
| Class Action (1991)                          | The Crucible (1996)                  |
| Cool Hand Luke (1967)                        | The Devil and Daniel Webster (1941)  |
| Dead Man Walking (1995)                      | The Devil's Advocate (1997)          |
| Erin Brockovich (2000)                       | The Firm (1993)                      |
| Gideon's Trumpet (1980)                      | The Fugitive (1993)                  |
| Gosford Park (2001)                          | The Incident (1989)                  |
| Holes (2003)                                 | The Insider (1999)                   |
| I Am Sam (2001)                              | The Life of Emile Zola (1937)        |
| In the Name of the Father (1994)             | The Onion Field (1979)               |
| Inherit the Wind (1960)                      | The Ox-bow Incident (1943)           |
| Judgment at Nuremberg (1966)                 | The Paradine Case (1947)             |
| Knock on Any Door (1949)                     | The Pelican Brief (1993)             |
| Kramer v. Kramer (1979)                      | The Rainmaker (1997)                 |
| Legal Eagles (1996)                          | The Shawshank Redemption (1994)      |
| Liar, Liar (1997)                            | The Star Chamber (1983)              |
| Lord of the Flies (1990)                     | The Sweet Hereafter (1997)           |
| Losing Isaiah (1995)                         | The Thin Blue Line (1988)            |
| Midnight in the Garden of Good & Evil (1997) | The Verdict (1982)                   |
| Miracle on 34th Street (1947) (1994)         | The Winslow Boy (1999) (1948)        |
| Mr. Deeds Goes to Town (1936)                | The Wrong Man (1956)                 |
| Mrs. Doubtfire (1993)                        | Time to Kill (1996)                  |
| Murder in the First (1995)                   | To Kill a Mockingbird (1962)         |
| My Cousin Vinny (1992)                       | Twelve Angry Men (1957)              |
| Nuts (1987)                                  | Wag the Dog (1998)                   |
| O Brother, Where Art Thou? (2000)            | Whose Life is it Anyway? (1981)      |
| Paris Trout (1991)                           | Witness for the Prosecution (1957)   |
| Paths of Glory (1957)                        | Young Mr. Lincoln (1939)             |
| Philadelphia (1994)                          |                                      |

## STEPS IN A CRIMINAL TRIAL OVERVIEW

1. **Opening of the Court** -- The Bailiff may open the court by announcing that the court is ready to begin. He or she introduces the judge. He or she then announces the case.
2. **Swearing in the Jury** -- The Bailiff or the judge asks the jurors to take their seats and asks them to swear or affirm that they will act fairly in listening to the case.
3. **Opening Statement by the Prosecuting Attorney** -- This lawyer begins by telling the jury the important information about the case. This includes the parties in the case and the facts that led to the trial. The prosecuting attorney presents an overview of the prosecutor's or government's version to the jury.
4. **Opening Statement by the Defendant's Attorney** -- This lawyer begins by stating his or her name and the defendant's name. The jury is told that he or she will prove that the prosecutor does not have a valid case. The defense attorney then presents an overview of the defendant's side of the case to the jury.
5. **Prosecution's Direct Examination of Their Witnesses** -- The prosecuting attorney calls the witnesses for the government one at a time to the front of the witness stand. The Bailiff asks each witness to swear or affirm to tell the truth. The attorney then asks questions of the witness. The questions are based on the facts the witness has to offer.
6. **Defense's Cross-examination of the Prosecution's Witnesses** -- During cross-examination, an attorney tries to get the other side's witness to admit something that will help his or her client. The attorney may also try to show that a witness is not reliable.
7. **Defense's Direct Examination of Their Witnesses** -- The defendant's attorney calls the witnesses for their side one at a time to the front of the room. The Bailiff asks each witness to swear to tell the truth. The attorney then asks questions of the witness. The questions are based on the facts the witness has to offer.
8. **Prosecution's Cross-examination of the Defense's Witnesses** -- During cross-examination, an attorney tries to get the other side's witness to admit something that will help his or her client. The attorney may also try to show that a witness is not reliable.
9. **Prosecution's Closing Arguments** -- The prosecution attorney sums up the main points that help his or her client's case. The attorney talks about how it supports their case.
10. **Defense's Closing Arguments** -- The defense attorney sums up the main points that help his or her client's case. The attorney talks about the prosecution's lack of evidence or any evidence that does support their case.
11. **Judge's Instructions to the Jury** -- The judge explains to the jury what the principles of law are in the case. He or she asks the jury to make a fair decision about the case.
12. **Jury Deliberations** -- The jury talks about and makes a decision in the case. In a real trial, the jury leaves the courtroom and goes to a separate room to discuss the case.
13. **Verdict** -- Once the jury makes a decision, it reports back to the courtroom and the judge announces the verdict. If the defendant waived a jury trial, the judge issues a verdict.

## STEPS IN A TRIAL – WORKSHEET

NAME: \_\_\_\_\_

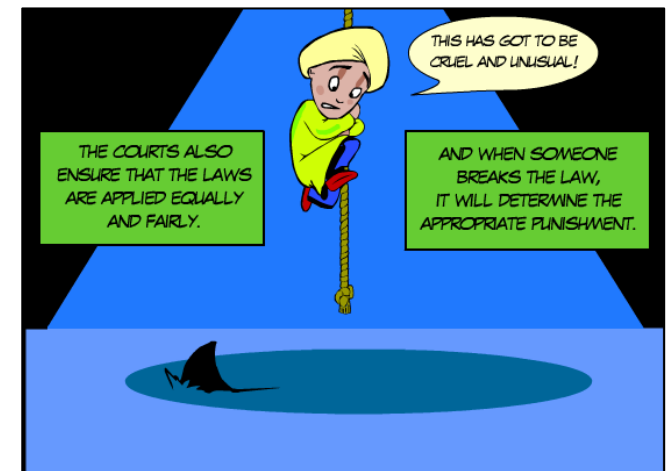
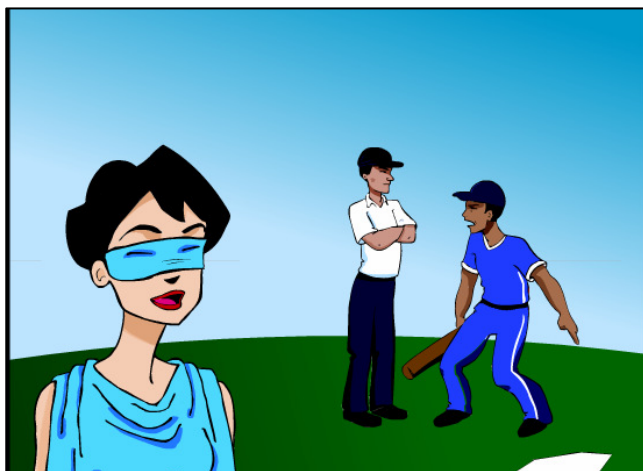
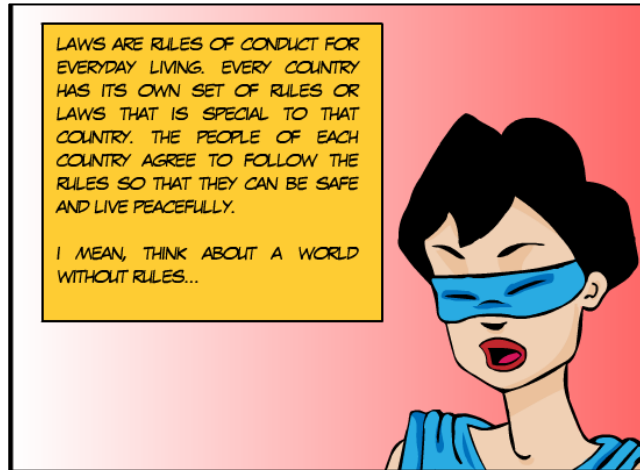
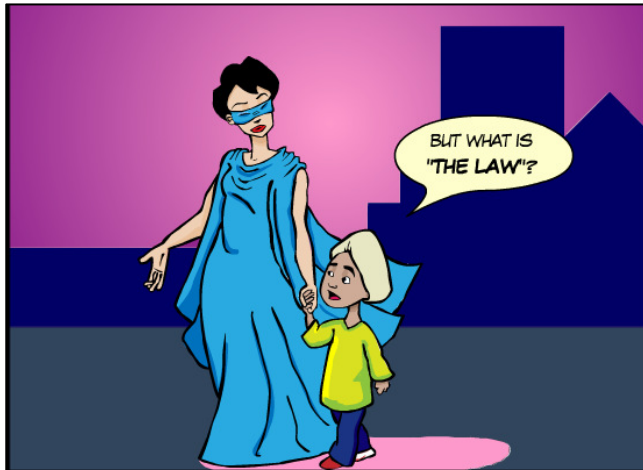
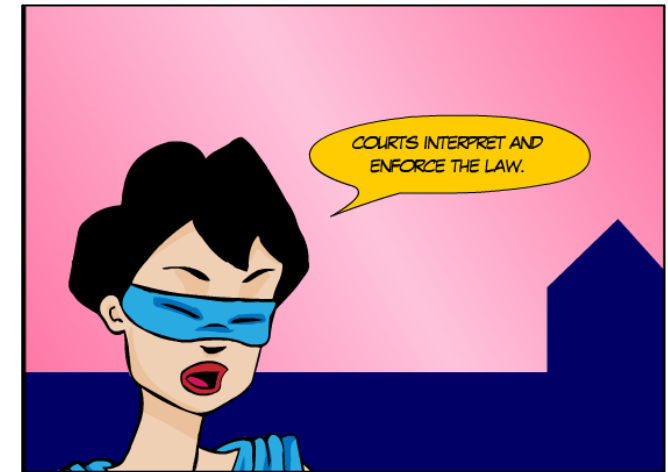
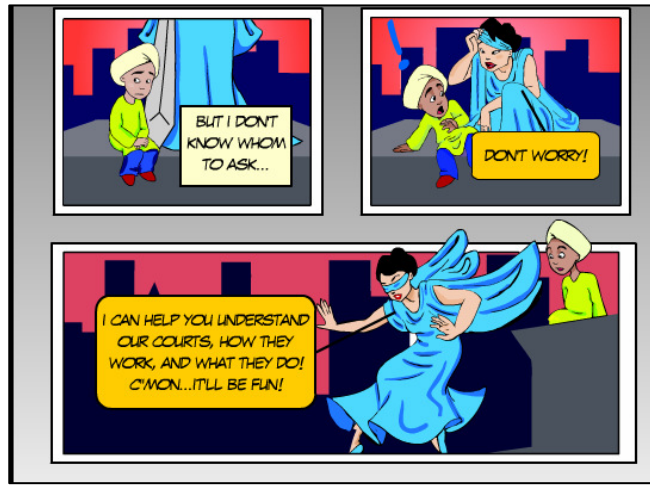
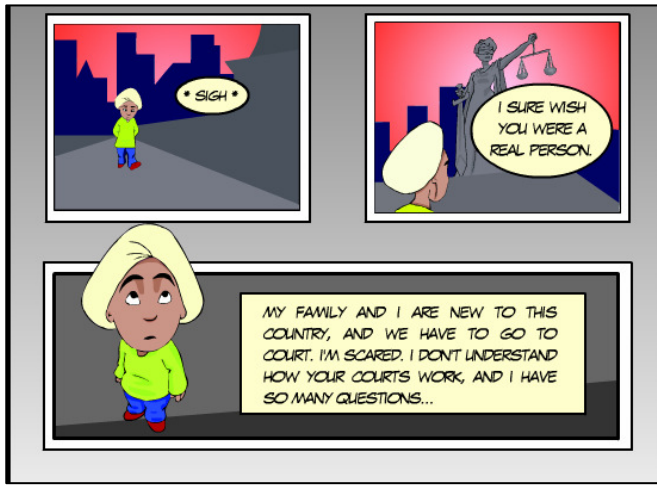
Place the following steps (letters "a" through "m") in a trial in order next to the numbers.

| <u>Order</u> | <u>Steps In A Trial</u>                         |
|--------------|-------------------------------------------------|
| 1. _____     | a. closing argument by the prosecutor           |
| 2. _____     | b. opening statement by the prosecutor          |
| 3. _____     | c. closing argument by defendant's attorney     |
| 4. _____     | d. opening statement by defendant's attorney    |
| 5. _____     | e. cross examination of prosecutor's witnesses  |
| 6. _____     | f. direct examination of prosecutor's witnesses |
| 7. _____     | g. cross examination of defendant's witnesses   |
| 8. _____     | h. direct examination of defendant's witnesses  |
| 9. _____     | i. opening of the court                         |
| 10. _____    | j. verdict                                      |
| 11. _____    | k. swearing in of the jury                      |
| 12. _____    | l. deliberations by the jury                    |
| 13. _____    | m. judge's final instructions to the jury       |

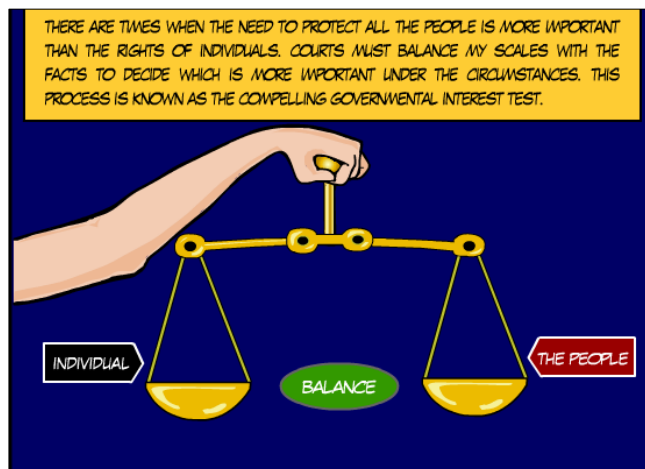
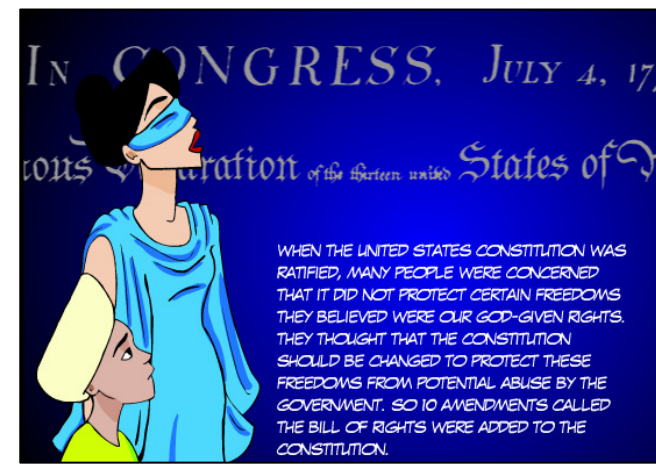
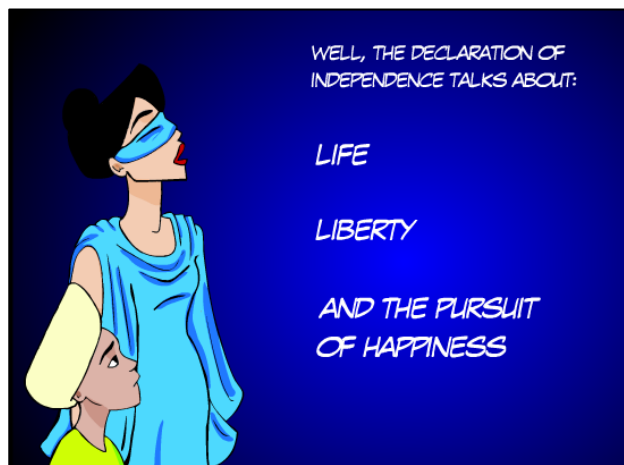
**STEPS IN A TRIAL**  
**Answer Key**

1. i
2. k
3. b
4. d
5. f
6. e
7. h
8. g
9. a
10. c
11. m
12. l
13. j

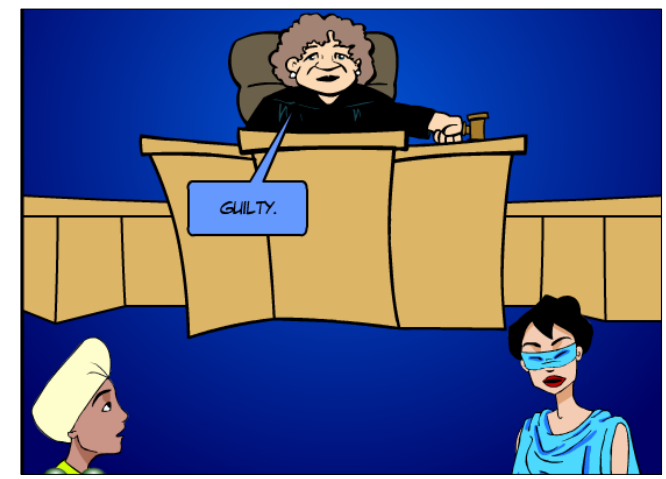
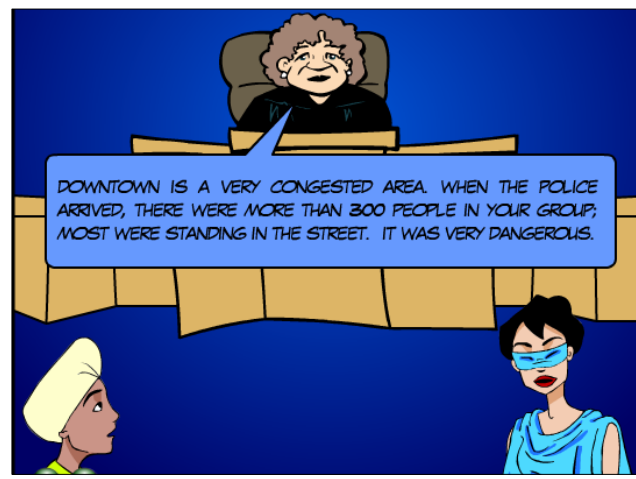
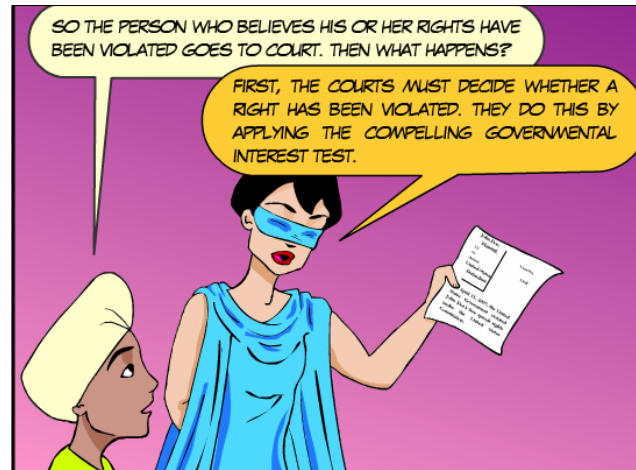
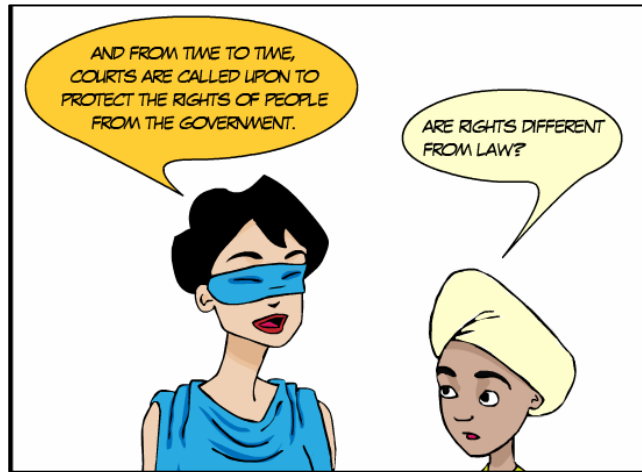
Check out this site! It is a great interactive resource!  
<http://www.courtsed.org/courts-in-the-classroom/>  
Here's a sample of just one of several lessons:

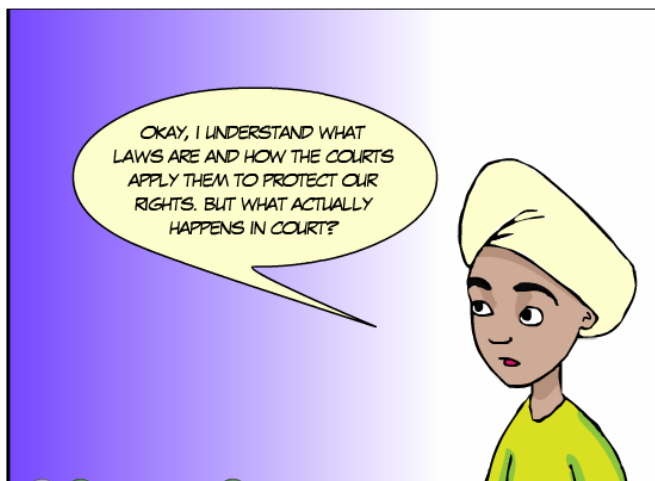













To keep reading about civil cases, criminal cases, due process, and what judges do, visit:  
<http://www.courtsed.org/courts-in-the-classroom/>

This website presents an “Interactive Journey into Civics.” Lesson Plans included!

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <h2>Courts in the Classroom</h2> <h3>Law Related Education Program</h3> <h3>Teacher's Resource Guide</h3> |
| <a href="#">Introduction</a>   <a href="#">Overview</a>   <a href="#">How to Use</a>   <a href="#">Navigating</a>   <a href="#">Section Summaries</a>   <a href="#">California Standards</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                           |
| <div data-bbox="598 698 1537 847"><h1>COURTS IN THE CLASSROOM</h1><p>AN INTERACTIVE JOURNEY INTO CIVICS</p></div> <p>Welcome to the Courts in the Classroom web site, developed by the Judicial Council of California, the Administrative Office of the Courts, and the California Courts. The site was created to help students better understand the role of courts in our system of democracy. The stories, games, and other activities demonstrate how the Judicial Branch of government protects our civil liberties such as the right of free speech and privacy, and helps society resolve fundamental conflict.</p> <p>Additionally, the site explores important civics topics from the perspective of the Judicial Branch, including checks and balances, judicial independence, and due process of law.</p> <p>Finally, the site examines the role of judges in the judicial system, and how courts function in terms of procedures in both civil and criminal cases.</p> <p>This site has been created to be your guide to using the Courts in the Classroom web site effectively.</p> <div data-bbox="344 1429 562 1489"><p><a href="#">Site credits</a><br/>©2007 Judicial Council of California/<br/>Administrative Office of the Courts</p></div> |                                                                                                           |



# judicial learning center

## Teacher's Guide to JudicialLearningCenter.org

- **INFORMATIVE CONTENT:** The content found in the **Student Center** is divided into four sections, each with five sub-sections.
- **INTERACTIVE QUIZZES:** Each sub-section ends with an interactive online **Student Challenge**.
- **EDUCATOR RESOURCES:** The **Educator Center** has a corresponding page for each of the four content sections.
  - **PRE-TEST:** Each section of the Educator Center includes a printer-ready pre-test, which can also be used as a post-test.
  - **WEBQUEST:** Each section includes a printer-ready WebQuest, which can be used by students to capture their answers for the online quizzes within each section.
  - **LESSON PLANS:** Each section also includes in-depth classroom lesson plans for your use.
  - **POST-TEST:** The pre-test for each section can also be used as a post-test to measure progress.

### Student Center Table of Contents

1. The Role of the Federal Courts
  - a. Law and the Rule of Law
  - b. The Constitution
  - c. The Ratification Debate
  - d. Article III and the Courts
  - e. The Constitution and Rights
2. Organization of the Federal Courts
  - a. State Courts vs. Federal Courts
  - b. Levels of the Federal Courts
  - c. The U.S. Supreme Court
  - d. About Federal Judges
  - e. Judicial Independence
3. How Courts Work
  - a. Types of Court Cases
  - b. The Players in the Courtroom
  - c. The Judge and the Jury
  - d. Your Day in Court
  - e. The Appeal Process
4. Landmark Cases
  - a. Why Study Landmark Cases?
  - b. Your 1<sup>st</sup> Amendment Rights
  - c. Your 4<sup>th</sup> Amendment Rights
  - d. Civil Rights and Equal Protection
  - e. The Power of Judicial Review

### Educator Center Table of Contents

1. The Role of the Federal Courts
  - a. Pre/Post Test (found in the column on the right)
  - b. WebQuest (found in the column on the right)
  - c. Lesson Plans
2. Organization of the Federal Courts
  - a. Pre/Post Test (found in the column on the right)
  - b. WebQuest (found in the column on the right)
  - c. Lesson Plans
3. How Courts Work
  - a. Pre/Post Test (found in the column on the right)
  - b. WebQuest (found in the column on the right)
  - c. Lesson Plans
4. Landmark Cases
  - a. Pre/Post Test (found in the column on the right)
  - b. WebQuest (found in the column on the right)
  - c. Lesson Plans

## **Additional Resources and Lesson Plans**

### **Judicial learning Center**

<http://judiciallearningcenter.org/>

### **Justice by the People: A Civics, History, and Language Arts Lesson**

<http://teacher.scholastic.com/lessonplans/americanjustice/index.htm>

**Brainpop.com** > Social Studies > U.S. Government & Law

### **The Leonore Annenberg Institute for Civics presents Annenberg Classroom –**

Resources for Excellent Civics Education

<http://www.annenbergclassroom.org/>

### **FindLaw—Law Dictionary**

<http://dictionary.lp.findlaw.com/>

### **American Bar Association**

<http://www.abanet.org/publiced/glossary.html>

### ***Understanding Democracy, A Hip Pocket Guide—John J. Patrick***

<http://www.annenbergclassroom.org/page/understanding-democracy-a-hip-pocketguide>

### **Federal Justice Center: Inside the Federal Courts – Definitions**

<http://www.fjc.gov/federal/courts.nsf/autoframe?OpenForm&nav=menu9&page=/federal/courts.nsf/page/D25F87B9E039E0278525682A006FDEC2?opendocument>

### **U.S. Courts: Commonly Used Terms**

<http://www.uscourts.gov/Common/Glossary.aspx>

**Career and Technical Education (CTE)** instruction aims at developing foundational skills, core workplace competencies, and specific skill competencies in various occupational areas. Internships, practicums, cooperative education, school-based enterprises, dual enrollment programs, and apprenticeships are a few venues that deliver career and technical education by providing meaningful opportunities for learners to apply their academic and technical skills.

Great Lesson Plans made specifically for middle school on this site!

<http://cte.unt.edu/>





**Teencourt**  
Leon County, FL

**REGISTER NOW**

Home Student Volunteers Adult Volunteers Defendants Parents Classroom to Courtroom Contact

**VISION**

Striving to help juvenile offenders take responsibility for their actions, increase awareness of the law and promote community involvement by providing volunteer opportunities to both youth and adults.

**NEWS BRIEFS**

**>> 05.2013: 20 Years of Service**  
Mark your calendars! Teen Court Celebrates 20 Years of Service May 2013!

**>> Sign up to receive free text alerts and updates to your mobile phone!**

**>> 03.28.2013: Teen Court Training Workshop**  
Be sure to sign up for the next Teen Court Training Workshop Tuesday March 26th from 5:30 p.m. - 8 p.m.

**INFORMATION**

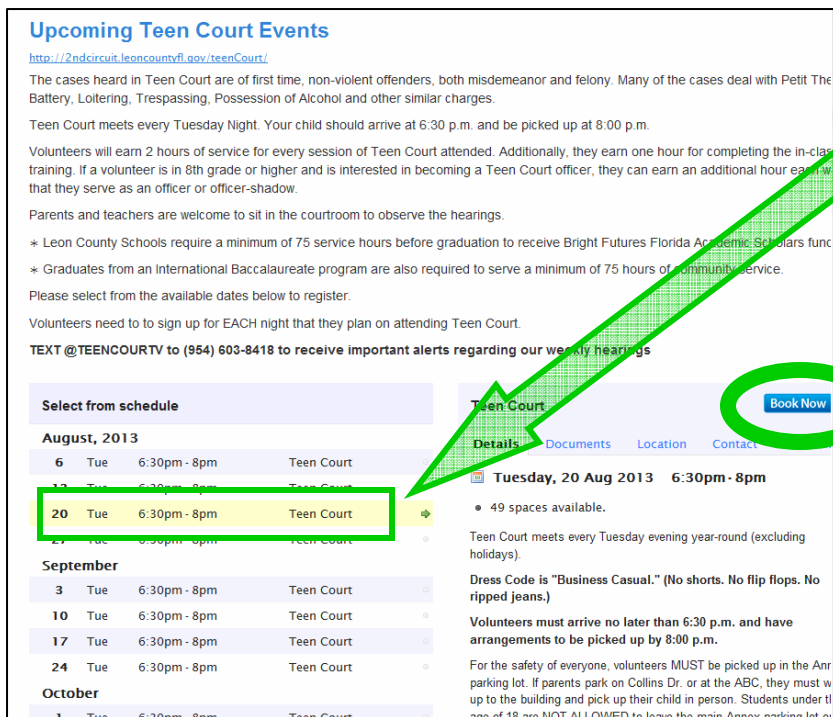
**>> New Volunteers, skip the line!** Print out the [New Volunteer Packet](#) and bring in your forms completed and signed by your parents for a smooth transition on your first night at Teen Court!

**>> Teen Court meets every Tuesday year-round (excluding holidays) from 6:30- 8:00 p.m.** Teen Attorneys, Clerks and Sanctioned Youth must arrive by 5:30 p.m. Volunteer jurors must arrive no later than 6:30 p.m.

# EFFECTIVE AUGUST 2013 ALL VOLUNTEERS MUST REGISTER ON-LINE!

To register, visit the  
Teen Court website:  
[www.leoncountyfl.gov/teencourt](http://www.leoncountyfl.gov/teencourt)

1. Click **REGISTER NOW**



**Upcoming Teen Court Events**  
<http://2ndcircuit.leoncountyfl.gov/teencourt/>

The cases heard in Teen Court are of first time, non-violent offenders, both misdemeanor and felony. Many of the cases deal with Petit The Battery, Loitering, Trespassing, Possession of Alcohol and other similar charges.

Teen Court meets every Tuesday Night. Your child should arrive at 6:30 p.m. and be picked up at 8:00 p.m.

Volunteers will earn 2 hours of service for every session of Teen Court attended. Additionally, they earn one hour for completing the in-class training. If a volunteer is in 8th grade or higher and is interested in becoming a Teen Court officer, they can earn an additional hour each week that they serve as an officer or officer-shadow.

Parents and teachers are welcome to sit in the courtroom to observe the hearings.

- \* Leon County Schools require a minimum of 75 service hours before graduation to receive Bright Futures Florida Academic Scholars fund.
- \* Graduates from an International Baccalaureate program are also required to serve a minimum of 75 hours of community service.

Please select from the available dates below to register.

Volunteers need to sign up for EACH night that they plan on attending Teen Court.

**TEXT @TEENCOURTV to (954) 603-8418 to receive important alerts regarding our weekly hearings**

**Select from schedule**

| Month        | Date | Day | Time         | Event      |
|--------------|------|-----|--------------|------------|
| August, 2013 | 6    | Tue | 6:30pm - 8pm | Teen Court |
|              | 13   | Tue | 6:30pm - 8pm | Teen Court |
|              | 20   | Tue | 6:30pm - 8pm | Teen Court |
| September    | 3    | Tue | 6:30pm - 8pm | Teen Court |
|              | 10   | Tue | 6:30pm - 8pm | Teen Court |
|              | 17   | Tue | 6:30pm - 8pm | Teen Court |
| October      | 24   | Tue | 6:30pm - 8pm | Teen Court |
|              | 1    | Tue | 6:30pm - 8pm | Teen Court |

**Teen Court Details**

**Tuesday, 20 Aug 2013 6:30pm - 8pm**

- 49 spaces available.

Teen Court meets every Tuesday evening year-round (excluding holidays).

Dress Code is "Business Casual." (No shorts. No flip flops. No ripped jeans.)

Volunteers must arrive no later than 6:30 p.m. and have arrangements to be picked up by 8:00 p.m.

For the safety of everyone, volunteers MUST be picked up in the Annex parking lot. If parents park on Collins Dr. or at the ABC, they must walk up to the building and pick up their child in person. Students under the age of 18 are NOT ALLOWED to leave the main Annex parking lot on their own for any reason whatsoever.

Parents are welcome to stay and observe.

Each night of Teen Court participation will provide 2 hours of community service.

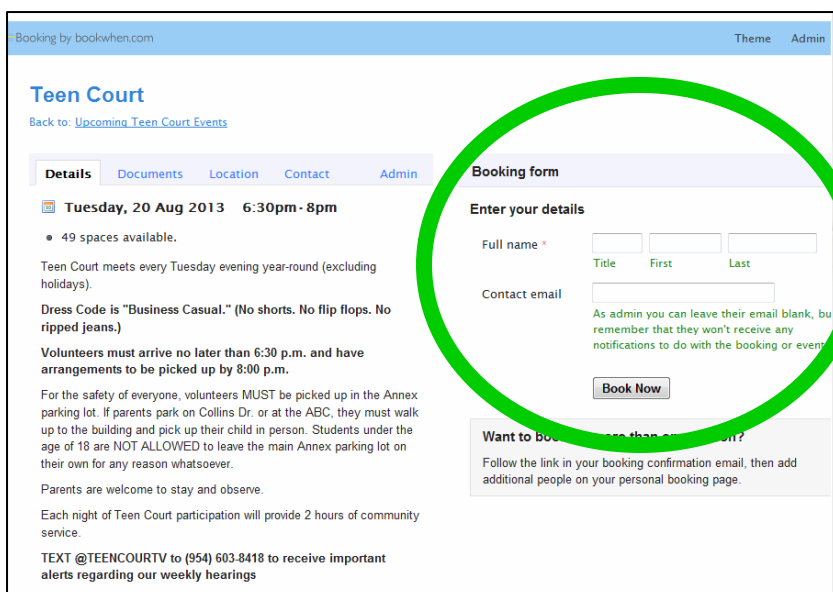
TEXT @TEENCOURTV to (954) 603-8418 to receive important alerts regarding our weekly hearings

**Book Now**

2. Select **Date**

3. Click **Book Now**

4. Enter Name and  
Email Address



Booking by bookwhen.com

**Teen Court**  
Back to: [Upcoming Teen Court Events](#)

**Details Documents Location Contact Admin**

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**Booking form**

**Enter your details**

Full name \*

Title First Last

Contact email

As admin you can leave their email blank, but remember that they won't receive any notifications to do with the booking or event.

**Book Now**

**Want to Book more than one person?**

Follow the link in your booking confirmation email, then add additional people on your personal booking page.

You will have to do this for  
EACH date that you plan on  
attending Teen Court!  
Spaces may be reserved up  
to 9 weeks in advance.